

**INDIANA DEPARTMENT OF EDUCATION
SUPPLEMENTAL EDUCATIONAL SERVICES**

2007-2008 COMPLIANCE AND ON-SITE MONITORING REPORT

FOR:

Educating With Care

DOCUMENT ANALYSIS		OBSERVATION		COMPLIANCE	
Tutor Qualifications	Satisfactory	Lesson matches original description	Meeting Standard (3)	Criminal Background Checks	In Compliance
Recruiting Materials	Satisfactory	Instruction is clear	Meeting Standard (3)	Health/safety laws & regulations	In Compliance
Academic Program	Satisfactory	Time on task is appropriate	Meeting Standard (3)	Financial viability	In Compliance
Progress Reporting	Satisfactory	Instructor is appropriately knowledgeable	Meeting Standard (3)		
Assessment and Individual Program Design	Satisfactory	Student/instructor ratio: 5:1	Meeting Standard (3)		

ACTION NEEDED:

- Flyers have been revised to reflect the provider's current name (Educating with Care) and to include more specific information about programming.
- Progress reports and individual learning plans have been revised to ensure pre-test scores are clear and filled in.
- Student release policy has been revised to include procedures that will be undertaken in the case that a parent or guardian does not arrive to pick up a child.

On-site Monitoring Visit Rubric DOCUMENT ANALYSIS Components

NAME OF PROVIDER: Educating With Care
REVIEWER: MC

DATE DOCUMENTATION RECEIVED: 3/11/08

Providers are required to submit documentation for each component during the site visit. If documentation is not available on-site, the director or head of the provider's organization, the site director, or another authorized representative will be required to submit documentation to the IDOE within seven (7) calendar days of site visit completion. **Failure to submit evidence could result in removal from the approved provider list.** Providers will be given an Unsatisfactory or Satisfactory for each component. Providers receiving an Unsatisfactory for any component may be required to address deficiencies within 7 calendar days of receiving their final report.

COMPONENT	DOCUMENTATION NEEDED	DOCUMENTATION SUBMITTED (IDOE use only)	UNSATISFACTORY	SATISFACTORY	COMMENTS
Tutor qualifications	BOTH of the following: -Tutor resumes/applications (<u>all tutors</u>) -Documentation of professional development opportunities in which tutors have participated (i.e. sign-sheets, agendas, presentations, certificates of completion, etc.) <i>In addition to:</i> ONE of the following: -Tutor evaluations (<u>all tutors</u>) -Recruiting policy for tutors (<u>one copy</u>) -Sample tutor contract (<u>one copy</u>)	<ul style="list-style-type: none"> Tutor resumes Tutor application Documentation of professional development (signed by tutors) Informal professional development agendas 		X	<ul style="list-style-type: none"> Lead tutor is a licensed teacher. Additional tutor possesses at least a Bachelor's degree. Qualifications are aligned with originally approved application. Certificates submitted indicate that the two tutors completed a workshop on approaches in special education. Additional documentation demonstrates that the two tutors participate in monthly informal professional development on lesson plans, parent communication, progress analysis, and paperwork organization.
Recruiting materials	TWO of the following: -Advertising or recruitment fliers -Incentives policy -Program description for parents	<ul style="list-style-type: none"> Flyer Program description for parents 		X	<ul style="list-style-type: none"> Flyer submitted still uses the provider's previous name, "Edu-Care". Flyers should be revised to reflect the provider's current name, "Educating with Care." Letter to parents needs to be revised to state provider's current name, not former name. Program description is somewhat thin on information about the educational programming that will be provided; offers more information about the sign-up process. It is recommended that the description (and flyer) include more specific information about Educating With Care's programming

					<ul style="list-style-type: none"> Information included on flyer and parent letter is appropriate for Educating With Care's programming. Information in the flyer and program description is clear for parents.
Academic Program	<p>ONE of the following:</p> <ul style="list-style-type: none"> Lesson plan(s) for the observed tutoring session(s) and for each subject in which provider tutors <p><i>In addition to:</i></p> <p>ONE of the following:</p> <ul style="list-style-type: none"> Specific connections to Indiana standards (cite exact IN standard to which lesson connects) Description of connections to curriculum of EACH district the provider works with. 	<ul style="list-style-type: none"> Lesson plans for each student in the group for Reading and Math Specific connections to Indiana academic standards 		X	<ul style="list-style-type: none"> Lesson plan submitted was similar to lesson plans described in the originally approved application and includes specific activities for students to complete, as well as clear objectives for tutors. Lesson plans are individualized for each student based on initial grade level placement (students are instructed in areas diagnosed as skill gaps, not necessarily at grade level). Students participate in independent and group work. Drills are utilized at the beginning of the session to reinforce concepts in which students are strong and to increase the speed at which they can demonstrate understanding. Lesson plans utilize Indiana standards frameworks. Lesson plans for math and reading list specific standards to which they are correlated.
Progress Reporting	<p>ALL of the following:</p> <ul style="list-style-type: none"> Progress reports (see IDOE e-mail for details regarding the request for progress reports) Timeline for sending progress reports Documentation of reports sent 	<ul style="list-style-type: none"> SES agreements SES contracts for Lafayette, East Chicago, and Gary Timeline for sending progress reports Documentation of reports sent (signed by parents) Progress reports 		X	<ul style="list-style-type: none"> Progress report includes all items from IDOE progress reporting checklist and includes helpful performance line for parents to identify student progress. Also includes information about strengths and areas of improvement. Student learning plan is attached to progress report, with student goals and teacher strategies for achieving goals. Progress reports are sent four times during the program, every two weeks (three weeks at the end). Surveyed district indicated that progress reports have been sent appropriately. Some of the SES agreements had writing checked; however, individual learning plans and progress reports indicate

					<p>students are not working on writing. SES agreements are completed prior to diagnostic testing; after diagnostic testing, specific standards are identified for students to cover.</p> <ul style="list-style-type: none"> • While progress report includes lines for pre-test scores in both reading and math, nothing was filled in for those lines in the progress reports submitted. This information should be filled in for each progress report.
Assessment and Individual Program Design	<p>ALL of the following:</p> <ul style="list-style-type: none"> -Explanation of the process provider uses to develop Individual learning plans for each student - Pre-assessment scores and Individual learning plan for at least one student in each subject provider tutors (any identifying information for the student(s) must be blanked out) -Explanation and evidence regarding how provider's pre and post-test assessment correlates to Indiana academic standards. 	<ul style="list-style-type: none"> • Explanation of ILP development process • Student diagnostic reports • Student learning plans • Studies correlating STAR Reading and Math to Indiana standards 		X	<ul style="list-style-type: none"> • STAR Reading and Math diagnostic reports indicate skill gaps and areas for focus, as well as techniques that can be used to address these gaps. • Individual learning plans include student goals for growth. • Individual learning plans include objectives for the teacher, and strategies for the teacher to help students attain goals. • Individual learning plans include pre-test scores at the top; individual learning plans will be revised to clarify that these are pre-test scores. • Specific connections between STAR Math and Reading and Indiana standards are evident as per studies provided. Although not all substandards are covered by the assessment, all standards are covered for grades 1-8.

On-site Monitoring Rubric OBSERVATION Components

NAME OF PROVIDER: Educating With Care

SITE: S.O.G. Tech Center, 4373 W. 5th Ave., Gary, IN

TUTOR'S INITIALS (ALL TUTORS OBSERVED): A.G.

NUMBER OF LESSONS OBSERVED: 1

DATE: 2/28/08

REVIEWERS: M.C., S.F.

TIME OF OBSERVATION: 3:00PM

During the site visit, IDOE personnel will visit several tutoring sessions to observe lessons being provided. IDOE reviewers will be looking to see that actual tutoring matches lesson plan descriptions that are provided in requested documents, as well as those that were provided in the original provider application; that tutors and students are spending an appropriate amount of time on task; that instruction is clear and understandable; and that instructors seem knowledgeable about lesson content.

Each provider will receive a score of 1-4 points for each component. Providers receiving “1 or 2 points” on any component may be required to address deficiencies within 7 calendar days of receiving their final report. Failure to address deficiencies may result in removal from the state approved list.

COMPONENT	1 Below Standard	2 Approaching Standard	3 Meeting Standard	4 Exceeding Standard	REVIEWER COMMENTS
Lesson matches original description in provider application			X		<p>At the beginning of the lesson, students participated in a Mad Libs activity using a worksheet with the purpose of reinforcing reading comprehension during the drill stage of the lesson. The tutor asked students for examples of adjectives, nouns, verbs, and adverbs. Students were then told to fill in the blanks on the worksheet using adjectives, nouns, verbs, and adverbs, as asked on the worksheet. They were encouraged to use spelling words from previous lessons. Students spent some time filling out the worksheet (the tutor helped as needed, helping students find the right words and spell words correctly by sounding them out). After all students had filled out their worksheets, they read them aloud to one another. When they finished that activity, students were instructed that it was drill time and they needed to pull out their math facts worksheets to work on. Students in different grades had different drills to work on. Drills were timed.</p> <p>The lesson observed included multi-age students working in a large group but working on generally individualized activities. As described in the provider's initial application, instruction was generally skill-based and the instructor attempted to make activities individualized. Lesson was similar to description in provider application.</p>

Instruction is clear			X		The instructor appeared to have developed a routine for students in the classroom, including journal activities, drill activities, and other types of activities. Students appeared to have a fairly clear idea of what they were supposed to be doing at each time. Students began by working on drills activities in reading (practicing reading comprehension through a writing activity) and math (using timed tests). During the Mad Libs activity, although students were instructed to use vocabulary/spelling words in their sentences during the first activity, most students ended up using the same words as the other students, although all students appeared to understand the purpose of the activity. At times the tutor did not appear to have all materials for the lesson readily available and needed to get the materials while students were working, sometimes making it difficult for students to know what they were supposed to do in the meantime. The tutor did do a good job keeping students on task.
Time on task is appropriate			X		The tutor did a good job keeping students on task through a variety of activities. When students got off task, the tutor redirected them with a look or nod, or specifically going over to them to work with them individually. When one student had trouble concentrating while other students were reading, the tutor brought the student over to her and had him read next. The tutor also had clearly established a routine for the students during the lesson. The tutor utilized a counting method to minimize transition time. The tutor encouraged students and gave positive reinforcement, which also helped keep them on task.
Instructor is appropriately knowledgeable			X		The tutor appeared to have strong knowledge of each student's personality, as well as how to work with students in a multi-age group. The tutor knew the content of the lesson and had it planned out; however, as noted above, not all materials were readily available, which sometimes interrupted the flow of activities. The tutor implemented appropriate behavior management techniques to ensure that the room was orderly and the environment was conducive to learning.
Student/instructor ratio: 5:1 Ratio matches that reported in original provider application			X		Ratio is reported in amended application as up to 8:1. Ratio observed of 5:1 is appropriate.

On-site Monitoring Visit Rubric COMPLIANCE Components

NAME OF PROVIDER: Educating With Care
REVIEWER: MC

DATE DOCUMENTATION RECEIVED: 3/11/08

The following information is rated “Compliance” (C) or “Non-Compliance” (N-C). Selected documentation listed for each component must be submitted as part of the site visit monitoring. If documentation is not available on-site, the director or head of the provider’s organization, the site director, or another authorized representative will be required to submit documentation to the IDOE within seven (7) calendar days of site visit completion. **Failure to submit evidence could result in removal from the approved provider list.**

If a provider is deemed to be in non-compliance with any component for which evidence has been requested, the provider may be contacted and may be required to develop and submit a corrective action plan for getting into compliance within 7 calendar days. If the corrective action plan is not submitted, if the corrective action plan is inappropriate or insufficient, or if the corrective action plan is not implemented, the provider may be removed from the state-approved list.

COMPONENT	REQUIRED DOCUMENTATION	DOCUMENTATION SUBMITTED (IDOE USE ONLY)	C	N-C
Criminal background checks	ALL of the following: -Criminal background checks from an appropriate source for every tutor and any other employees working directly with children.	<ul style="list-style-type: none"> Background checks submitted for both tutors 	X	
Health and safety laws and regulations	ONE of the following: -Student release policy(ies) <i>In addition to:</i> ONE of the following: -Safety plans and/or records -Department of Health documentation of physical plant safety (if operating at a site other than a school) -Evacuation plans/policies (e.g., in case of fire, tornado, etc.) -Transportation policies (as applicable)	<ul style="list-style-type: none"> Student release policy Transportation policy Emergency medical authorization Building evacuation plan 	X	
Financial viability	ONE of the following: -Documentation of liability insurance coverage <i>In addition to:</i> ONE of the following: -Audited financial statements -Tax return for the past two years	<ul style="list-style-type: none"> Documentation of liability insurance Tax return for 2 years 	X	